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**THE DIFFERENCE OF WRITING ABILITY IN NARRATIVE  
PARAGRAPH BETWEEN MALE AND FEMALE STUDENTS'  
AT NINTH GRADE OF MTS AL MUHAJIRIN  
SUKAMULYA**



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PEKANBARU  
1441 H./2019 M.**

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AT NINTH GRADE OF MTS AL MUHAJIRIN  
SUKAMULYA**

A Thesis

Submitted in Partial Fulfillment of the Requirements for  
Undergraduate Degree in English Education  
(S.Pd.)



**UIN SUSKA RIAU**

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**SUPERVISOR APPROVAL**

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Pekanbaru, 13 Muharram 1441 H  
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## EXAMINER APPROVAL

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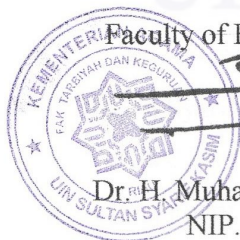
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Pekanbaru, September 2019

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## ABSTRACT

**Dwi Arizka Pratiwi (2019) : The Differences of Writing Ability in Narrative Paragraph between Male and Female Students at Ninth Grade of MTS Al Muhajirin Sukamulya.**

This research aims to whether there is a significant difference between male and female students at the ninth grade of MTS Al Muhajirin Sukamulya on writing ability in narrative paragraph. There are 85 students of the ninth grade as the population divided into 4 classes and the researcher selected 20 students as the sample randomly. The design of this research is comparative research. There are two raters analyzed the student's writing ability. In analyzing the data, independent sample T-test technique was used to measure the difference of male and female students writing ability mean score. Based on the research finding, it was found that probability level =  $0.001 < 0.05$ , it means that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. So, it can be concluded that there is a significant difference between male and female students' writing narrative paragraph ability at ninth grade of MTS Al Muhajirin Sukamulya. Both male and female students' writing ability in narrative paragraph are categorized good in which the score of female students (70.20) is higher than male students' score (65.80).

**Keywords:** *Male and Female Students, Gender, Writing ability, Paragraph, Narrative, Differences*





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## ABSTRAK

**Dwi Arizka Pratiwi, (2019): Perbedaan Kemampuan Menulis Teks Naratif antara Siswa Laki-Laki dan Perempuan Kelas Sembilan dari MTS Al Muhajirin Sukamulya.**

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan hasil belajar antara siswa laki-laki dan perempuan kelas sembilan dari MTS Al Muhajirin Sukamulya dalam menulis paragraf teks naratif. Pada keseluruhan ada 85 murid dari kelas sembilan yang terbagi menjadi 4 kelas dan peneliti memilih 20 sampel yang diambil secara acak. Desain dari penelitian ini adalah penelitian perbandingan. Adanya 2 orang penguji yang akan menilai kemampuan menulis siswa laki-laki dan perempuan. Dalam menganalisa data, teknik *Independent Sample T-Test* untuk mengukur nilai rata-rata perbedaan kemampuan antara siswa laki-laki dan perempuan. Berdasarkan dari hasil penelitian yang telah dilakukan, ditemukan bahwa tingkat probabilitas  $= 0.001 < 0.05$  yang artinya adalah  $H_0$  ditolak dan  $H_a$  diterima. Jadi, dapat disimpulkan bahwa ada perbedaan yang signifikan antara siswa laki-laki dan perempuan kelas 9 MTS Al Muhajirin Sukamulya. Tingkat kemampuan menulis paragraf naratif teks siswa laki-laki berada pada level Enough dengan nilai rata-rata 65.80 dan siswa perempuan berada pada level Good dengan nilai rata-rata 70.20.

**Kata Kunci:** *Siswa Laki-laki dan Siswa Perempuan, Jenis Kelamin, Kemampuan Menulis, Teks naratif, Perbedaan.*



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ملخص

دوي أرزكا فراتيوي، (٢٠١٩): الفرق في القدرة على كتابة النصوص السردية بين التلاميذ والتلميذات في الفصل التاسع من مدرسة المهاجرين المتوسطة الإسلامية سوكامليا

يهدف هذا البحث لمعرفة الفرق في النتائج التعليمية بين التلاميذ والتلميذات في الفصل التاسع من مدرسة المهاجرين المتوسطة الإسلامية سوكامليا في كتابة النصوص السردية. مجتمعه ٨٥ تلميذ من تسعة فصول الذي ينقسم إلى أربعة فصول واختار الباحث ٢٠ مأخوذة عشوائيا. نوعه البحث المقارنة. هناك ممتحان سيقيمان قدرة التلاميذ والتلميذات في الكتابة. لتحليل البيانات، استخدم تقنية عينة مستقلة  $t$ -الاختبار لقياس القيمة المتوسطة عن الفرق في القدرة بين التلاميذ والتلميذات. بناء على نتيجة البحث، يوجد أن مستوى إمكانية  $0.029 < 0.005$  مما يعني أن الفرضية المبدئية مردودة والفرضية البديلة مقبولة. إذا، يكمن استنتاج أن هناك الفرق الهام بين التلاميذ والتلميذات في الفصل التاسع بمدرسة المهاجرين المتوسطة الإسلامية سوكامليا. ومستوى قدرة التلاميذ في كتابة النصوص السردية يكون في مستوى كاف بالنتيجة المتوسطة ٦٤.٩٠ والتلميذات في مستوى جيد بالنتيجة المتوسطة ٦٨.٤٠.

الكلمات الأساسية: التلاميذ والتلميذات، الجنس، القدرة في الكتابة، النصوص السردية، الفرق



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Writing is an important language skill for students as the way to express their ideas. Through writing, the students can express their ideas to others in the written forms. Students are expected to write in some form such as doing project paper, homework. When the students write something, they need to know the aspects of language like vocabulary, grammar, paragraphs organizations, punctuations, spellings, capitalizations, etc. So, they can easy in writing anything.

Nunan (2003, p. 8) has mentioned that writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. When students write about one thing, it means that they are expressing their knowledge in that field. Many students can express their idea, opinion, argumentation by writing. In writing, the students should construct the idea perfectly to make it so understandable that others can catch the meaning or the purpose of the message (idea). No matter what kind of writing the students do, they should have a specific and a clear objective (Syafii, 2014, p. 4).

Brovsky (1999) reported that forty-two percent of Colorado fourth-grade girls were proficient or better in general writing, compared with 28 percent for boys. It was assumed that girls wrote more outside of school—in diaries, letters, and creative stories— giving them a chance to hone their

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language skills. They also tended to spend free time talking to or doing things with their parents, while boys were more likely to fill time in front of a computer screen.

Regarding the methods of writing, Kanaris (1999) revealed that there were significant differences between 8-10 years old boys and girls in the ways in which they used written language to construct meaning. She found that the patterns of use of pronouns, adjectives and verbs revealed a world where children were actively constructing themselves as gendered individuals, particularly in terms of how they construct agency. These results indicated that the subtle and complex linguistic choices made by children and the very act of writing, not only revealed but also actively constructed deeply embedded gendered characteristic and behaviors.

The differences between girls and boys in EL1 writing support the ideas of Swann (1992) and Romatowski & Trepanier-Street (1987), who argue that the difference between girls and boys lies in the perceptions and preferences of girls and boys about writing. Girls tend to have positive feelings about writing, while boys are negative. More boys than girls say they prefer factual writing; girls prefer imaginative writing. Girls 'writings are confessional and reflective, dealing with people and emissions, using more private forms while boys like facts and actions, and more public forms. Those phenomenon also happen at MTs Al Muhajirin Sukamulya.

MTS Al Muhajirin Sukamulya is one of junior high schools located at Petapahan-Bangkinang Street. In that school, English is one of subjects that

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have been taught. It was taught four hours in a week. Referring to K13 curriculum, at ninth grade of State Junior High MTS Al Muhajirin Sukamulya, writing aims at expressing a simple personal or interpersonal feeling in recount, narrative, procedure, descriptive, and report in daily days by written form (Kemendikbud, 2006, p. 23). The teacher has explained many kinds of paragraph in writing, and one of them is narrative paragraph. The teacher also taught how to write simply writing especially in writing narrative. In fact, there are differences between male and female students in ability in writing narrative paragraph.

Felder and Bent (2005, p. 13) point out that true instruction (teaching) begins when instructor (teacher) understand their students. An important component of that understanding is awareness of students' differences in attitudes during learning and the different ways to approach it. Based on writer preliminary research on January 2018, the teacher taught the narrative text to the students. The teacher taught in clearly, but when the teacher asked them to write the narrative text, some of the male and the female students are not able to do that. They were not able to express and to develop their idea. They were also difficult to determine the generic structure of narrative text when they wrote.

This problem can clearly by seen based on the phenomena of the researcher's preliminary observation as follows:

1. Some of male and female students have different creativity in writing ability.



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2. Some of male and female students have different ways take in and process the lesson during teaching and learning process.
3. Some of male and female students have different ways to respond the materials.

Based on the phenomena above, the researcher finds out that is very important to compare, explore, and understand male and female students' ability in writing narrative paragraph to make sure that the teaching and learning output can reach the expected result. Therefore, the researcher is interested in conducting the research entitled: "The Differences of Writing Ability in Narrative Paragraph between Male and Female Students At Ninth of MTs Al Muhajirin Sukamulya"

## B. Problems

Pertaining to the background and some phenomena mentioned above, it is obvious that male and female have differences in writing ability in narrative paragraph.

### 1. Identification of the problem

- a. How is male students' creativity in writing narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?
- b. How is female students' creativity in writing narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya?
- c. How is male and the female students' ways in accepting the teaching and learning process in writing narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?

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- d. How are male and the female student's ways to respond the materials in writing narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?
- e. How is female students' ability in writing narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?
- f. How is male students' ability in writing narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?
- g. Is there any difference between male and female students' writing ability in narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya?

**2. Limitation of the problem**

Based on the identification of the problems above, it is clear that there are many problems involved in this research. Therefore, researcher realize that study can be a big field in research, it means that in this research, researcher only focuses on male and female students writing ability in narrative paragraph at Ninth grade MTS Al Muhajirin Sukamulya.

**3. Formulation of the problem**

Based on limitation of the problems, it can formulate in the following research questions:

- a. How is male students' ability in writing narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya?
- b. How is female students' ability in writing narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya?

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- c. Is there any significant difference between male and female students' ability in writing narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya?

### C. The Objective and the Significance of the Research

#### 1. The Objective of the Research

- a. To find out male students' ability in writing narrative paragraph
- b. To find out female students' ability in writing narrative paragraph
- c. Whether there is any differences between male and female students' ability in writing narrative paragraph

#### 2. Significance of the Research

The result of this research gave knowledge or information to the readers especially for male and female students also teacher with the differences writing ability between male and female students. Moreover, for teacher it can make teachers to respect differences, reject the negative judgments about learners. Finally, perhaps it can make your achievement in the class and school increase.

### D. The Reason of Choosing the Title

1. The title of this research is relevant to the researcher's status as a student of English education department.
2. The researcher is interested in choosing the title because there are several researches done, which are proofed that there are differences between male and female students in ability to writing narrative paragraph.

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3. The title of this research is not yet investigated by other researcher.
4. The location of this research facilitates the researcher in conducting this research.

## E. Definition of the Terms

### 1. Writing Ability

Writing can be defined as a process to express ideas and thought into a written language (Kalayo, 2007, p. 127). Writing ability is the ability in communication of the ideas by means of conventional symbols that are traced, incised, drawn, or otherwise formed on the surface of some material such as stone, metal, bamboo, papyrus, or paper (Encyclopedia Americana 29, 2000, p. 558). Therefore, writing is an important aspect for students to express their idea in a paragraph. . In this research, writing ability is used to find out male and female students' ability in writing narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya.

### 2. Narrative Paragraph

Narrative paragraph is one of paragraphs in writing English. A narrative paragraph gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. So, writing narrative paragraph in this research is the students are asked to write a true story based on their own in a paragraph in English written form. In this research, narrative paragraph as a text chosen by the researcher to know students' writing ability of male and female students' ability in at ninth grade MTS Al Muhajirin Sukamulya.



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### 3. Male and Female Students

Male is the sex that does not give birth to babies, while female is the sex that can give birth to children or produces eggs (Hornby, 1995, p. 710). In this research, the researcher will give the task for male and female students' as subject of this research to know about the difference writing ability in narrative paragraph at ninth grade MTS Al Muhajirin Sukamulya.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Writing

###### a. Definition of Writing

There are many definitions about writing explained by experts. According to Oshima and Ann Hogue (2007, p. 15), writing is the process of asking for language skills. When you first write something, you must agree on what to say and how to say it. Then after you finish writing, you read what you have written and make changes and corrections. Another definition is given by Hegarty (2000, p. 5) that writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master. So writing is a way for someone to open his ideas through writing.

Writing is also a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything existing in our mind. It is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time. Writing ability is the ability in communication of the ideas by means of conventional symbols that are traced, incised, drawn, or otherwise formed on the surface of some material such as stone, metal, bamboo, papyrus, or paper (Encyclopedia Americana 29, 2000, p. 558). From the definitions above the researcher can conclude that

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writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more attention from the students. This skill requires the learners to know, express or to organize the ideas and thought on how the grammatical form and syntactic patterns.

**b. Process of Writing**

In line with the statement or definition of writing above, it is outstandingly seen that writing is not simple activity because there are a lot of aspect to be deliberated in the process of writing. According to Dilkawati (2012) the process of writing are planning (Pre-writing), drafting, and revising, editing, and finished product. The process of writing might include several stages as in the following explanation below:

**1) Planning (Pre-writing)**

Points out of prewriting are viewed as thinking before writing. A writer will strive hard to perform the product of his writing in a good performance either in the aspect of content, organization, vocabulary, language, use or mechanic. To reach a qualified writing product, of course, it needs an adequate preparation. The writers have to consider the purpose of their writing since this will not only influence the type of the type of the text they want to produce, but also the language they use and the information they choose to include. Prewriting is an activity

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that encourages the students to write. It is stimulus thought for getting started about the topic before writing first draft. In fact, it moves students away from having to face a blank page toward generating ideas and gathering information for writing.

2) Drafting

- a) In this stage, students begin to develop and form their ideas from their thought into more concrete form. The process as follows:
- b) Write down who your audience will be and the purpose of your writing is.
- c) Write down your topic sentence and underline it. It helps you to focus on,
- d) Write details, information, example, to support your topic sentence,
- e) Write your paragraph, follow your outline as closely as possible,
- f) Don't worry about grammar, spelling and punctuation; just put the information as much as possible in your writing. This draft is not necessary perfect. Later on, it will follow revising stage. Troyka in Dilkawati (2012, p. 48) explains that the purpose of taking draft is to get your ideas into the paper, to refine grammar.



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## 3) Revising

Revising occurs when writer looks for feedback from a teacher or other students. The teacher does not to be the only one who gives students feedback. When student revise, they review their text of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and organization of ideas so that the writer is made clearer to the reader.

## 4) Editing

To finish well, the writers have to edit their writing. The writers edit in the later stage of writing to recheck the whole text to make sure what they want to write same as what they intend to say. They have to check from the clarity of ideas to the sequence of paragraph, the choice of words, and the correctness and accuracy of the text, spelling, and punctuation. Mostly, in editing stage, the students will improve their writing based on their weaknesses or mistakes made at the draft stage.

## 5) Final Product

The last stage is finishing product it means the writer still has opportunity to improve their writing because writing is product that can be finished when the writer feels satisfy with their work.

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### c. Component of Writing

According to Jacob et al (1981: 90) there are five components of writing. They are:

#### 1) Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

#### 2) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

#### 3) Vocabulary

Rivers as cited in Nunan (1992: 11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. It refers to the selection of words those are suitable with the content.

It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity

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should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

**4) Language use**

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

**5) Mechanic**

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

**d. Assessment in Writing**

Writing is highly valued in educational setting. The standardization of writing is frequently emphasized on the accuracy in writing. In assessing writing on spoof text, the researcher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

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According to Jacob, et al (1981) there is five components to categorize students' writing ability. The assessment form can be seen as follows:

#### 1) Content

Content is one of writing components that discuss about how the writers can think creatively and develop their thought to gather all information into communicative message. To develop contents, the writer need to define a term, to expand the points of view about subject discussed, or to elaborate examples in order to help readers understand the text or to persuade them about the validity of the arguments presented. Besides, they also have to appraise the value occur in the discourse community.

#### 2) Organization

Organization is one of components in writing that tells about the systematic of ideas or flow of ideas. If writing is to intelligible, it must be produced in coherent sentences, clearly linked to produce fluent in expression, ideas clearly stated, well organized, logically sequenced and cohesive. Writing is coherent if its paragraph is woven together or flow into each other. A writing, which lacks of unity or orderly movement, will not be coherent, since the readers cannot move easily from one paragraph to other paragraphs. Thus, the writer needs to understand that the flows of ideas composed should follow the types of organization in writing.



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### 3) Vocabulary

According to Richard in Dilkawati (2012, p. 25) Vocabulary is a set of lexemes, including single words, compound words and idioms. In writing, precise vocabulary also takes a part in influencing the readers so that the language can represent and strengthen what the writer say. The writers should pay attention to the usage of words and show to place those words effectively in writing. Therefore, we have to analyze the value occur in discourse community.

### 4) Language Features

In general, language use can be defined as the creation or interpretation of intended meanings in discourse by an individual, or as the dynamic and interactive negotiation of intended meanings between two or more individuals in Particular situation. In using language to express, interpret, or negotiate intended meaning, language users create discourse. This discourse derives meaning not only from utterance or text themselves, but more importantly, from the ways in which utterance and texts relate to the characteristic of a particular language use items.

### 5) Mechanic

In general, mechanic refers to the letter organization, letter discrimination word recognition, and basic rules of spelling,

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punctuation and capitalization (Melgis, 2012, p. 17). In the components of mechanic, there are two common terms at least used, that is, spelling and punctuation.

## 2. The Nature of Narrative

A paragraph is a unit of information, organization of written language, which contain a main idea and is supported by other ideas in sentences. According to Syafi'i et.al (2014, p. 1), a paragraph is a unit of information in writing unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information, it's content, and if it's central ideas is completely developed.

In addition, other opinion comes from Checkett (2010, p. 177), he said that narration is simply the telling of a story, either to entertain or inform a reader. The stories in narrative paragraphs can be fiction (made up) or nonfiction (the retelling of an incident that actually happened). It means that a narrative paragraph is a story which tells about fiction and non-fiction that can be happen in daily life, for example: story about Malin Kundang or Toba Lake.

Narrative is an imaginative story to entertain the readers. It is supported by Kalayo (2007:130), the purposes of narrative paragraph are to entertain, create, stimulate, motivate, guide and teach.

Narrative is usually organised to include:

- a. Orientation, in this stage the writer introduces the main characters in a setting of time and place.

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- b. **Complication:** In this stage a sequence of events, which may begin in a usual pattern, changed in some ways so that the pattern of events becomes a problem for one or more of the characters.
- c. **Resolution :** in this stage the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main characters has changed as a consequence of the experience.

The example of narrative text is as follow:

Generic Structure	Contents
<b>Orientation</b>	<p>Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. They did some gardening and fishing for his daily life.</p> <p>One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter</p>
<b>Complication</b>	<p>Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.</p>
<b>Resolution</b>	<p>Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.</p>

(Source: <https://freeenglishcourse.info/story-of-narrative-text/>)

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Common grammatical features of narrative text include:

- a. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
- b. Use of adjectives to build noun groups to describe the people animals or things in the story.
- c. Use of conjunctions and time connectives to sequence events through time.
- d. Use of adverbs and adverbial phrases to locate the particular incidents or events
- e. Use of past tense action verbs to indicate the actions in a narrative
- f. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

The assessment of students' ability in writing narrative paragraphs are as follows:

- a. The students are able to write orientation clearly in writing narrative paragraph.
- b. The students are able to write complication coherently in writing narrative paragraph..
- c. The students are able to write resolution clearly in writing narrative paragraph.
- d. The students are able to use past tense correctly in writing narrative paragraph.
- e. The students are able to use adverb of time correctly in writing narrative paragraph.



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- f. The students are able to use connectors of time correctly in writing narrative paragraph.
- g. The students are able to use vocabulary appropriately in writing narrative paragraph.
- h. The students are able to use spelling and punctuation correctly in writing narrative paragraph.

### 3. Gender in Language Learning

Gender is a variable that can affect language use and acquisition as a result of biological, psychological effects, or socio-cultural influence between the two. The most obvious differences between male and female is the biological ones. However, they are also different in many other factors. The difference in sex between male and female seems to bring some differences in their learning. The difference ability is important to be examined especially in education field. There are some differences in some specific abilities such as verbal abilities involving vocabulary and mechanical abilities.

Gender differences have been found in many areas of human social and cognitive development. Studies indicated that females show more interest in social activities than males, females are less competitive and more cooperative than males (Maccoby and Jacklin in Zeynaly, 2012, p. 1615). The difference between females and males is in EL1 writing support the idea (Romatowski & Trepanier-Street, 1987) who argued that the difference between males and females lies in the perceptions and

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preferences of males and females about writing. Females tend to have positive feeling about writing while males are negative.

Learning strategies and styles seem to relate to sex differences, research outside second language acquisition has identified gender differences in learning style. A learning style is a student's way of responding to and using stimulus in the context of learning.

#### 4. Characteristics of Good Students

The differences between male and female students take much consequence, including in teaching and learning process, is one of the consequences of the difference between male and female. Learning styles can combined in other ways in order to produce good students in learning.

These indicators as follows:

- a. Students give positive response during teaching and learning process
- b. Find their own way, taking charge of their learning
- c. Organize information
- d. Creative and active
- e. Learn certain production strategies to fill in gaps in their own competence
- f. Have good motivations
- g. Use mnemonics and other memory strategies to recall what has been learned.

#### 5. Male and female Differences in Learning

The most obvious difference between male and female is the biological difference. However, they are also different in many factors

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such as in ability, interest, and personality traits. Papalia and olds (1985:263) say that “the most consistence difference between male and female occur in personality characteristic and emotional adjustment”.

The difference in ability is important to be examined especially in education field. Hetherington (1989:626-627) says that girls are superior in verbal abilities, include in vocabularies, reading comprehension and verbal creativity and boys are superior in mathematic. Papalia and Olds (1985:263-265) state that girl are superior in verbal items involving vocabulary, memory, and language manipulation, while boys are superior in performance of items involving spatial relations, mechanical abilities and numerical manipulation.

Girls learn little earlier than boys to talk, to use sentence, and to use greater variety of words. They also speak more clearly, read earlier and consistently better than boys in treat of spelling and grammar, Myers (1987:191:193).

An important finding of the gender differences in language learning achievement was found by Farhady (1982). He states that female students are significantly better than male students on a listening comprehension test in the study of 800 university students who take a placement test.

Sunderland (in marzuki, 2008:14) points out that girls or women are cooperative attitude which probably suits the language learning

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process, while boys or men are competitive attitude which suits learning technical field.

In addition, Holme (1992:171) suggests that women use more standard speech form than men in following ways:

1. Women are more status – conscious than men.
2. Women have better behaviors than men in society.
3. Women as a subordinate behavior rather than men in society avoid offending men and so they must speak carefully and politely.

The development of IQ also reveals certain sex differences. The mean of IQ also reveals certain sex differences. The mean IQ of males are increase slightly after age six, while the female mean tends to go down. According to Sprithall (1987:404) if society demands more achievement from males than females (and this apparently in the case), and if achievement of motivation and IQ correlate at all, than perhaps society's emphasis on including the achievement motive is more in males accounts for this difference.

Learning strategies and styles seem to be related to sex differences, research outside second language acquisition has identified gender differences in learning style. Several researchers, Oxford and Sshmeck in Sunderland (in Marzuki, 2008: 14) believe that all style differences might represent a dichotomy of human variation, to people who are global and who are analytic.



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Blenky et al (in Sunderland 1994:141) find that most women that they interviewed about “ways of knowing,” preferred a subjective, thinking- oriented, analytic style. Males and female might take different routes when learning new language. Males tend to favor objectivity. They have tendency to learn the rules, and logic of the language they are learning. Females in learning new language are subjective. They put the priority in the use of their feeling, culture, sensitivity and empathy.

The relationship between field independent/ dependence and language learning is not clear- cut. In relation to this, independent learners, often males, may have an edge in non- analytic aspects of communicative competence such as sociolinguistic competence, discourse competence and strategic competence. Sunderland (in marzuki, 2008:15) also points out that in learning process, girls are more cooperative. They usually work together in doing something. Boys are more competitive, an attitude which is suitable with learning technical fields. The characteristics of these two kinds of learning strategies:

**Table II.1**  
**Differences Male and Female**

<b>Global ( Female)</b>	<b>Analytic ( Male)</b>
Subjective	Objective
Feeling	Thinking
Dependent	Independent
Right- Brain Dominant	Left- Brain Dominant
Not Talkative	Very Talkative
Cooperative	Competitive
Very Ambitious	Not Ambitious

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Feldman (1999:363) also said that men are more apt to be viewed as having traits involving competence, such as independence, objectivity and competitiveness.

## 6. Male and Female Differences in Writing

Research on gender in writing is fewer than research of gender in speaking. However, investigations of differences between males and females in writing have been done in different situations or settings. The age of the participants of each study varies from children until adults. The types of writing that were analyzed were occasionally different from one study to another. The following sections contain summaries of research on gender differences in writing English.

Studies on gender differences in ESL writing are extremely rare. In her summary of language and gender in second and foreign language education, Sunderland (2000 in Waskita) only cited one research project on gender in ESL writing, which was conducted by L.A. Morris.

Morris (1998) studied gender differences in ESL writing at a junior college in Quebec, Canada, and revealed that the women ESL writers tended to outperform the men because their essays showed much higher level of adherence to guidelines than the men's, and the evaluation grid richly rewarded this adherence. However, it was found that women's and men's text to be comparable quality as regards accuracy and readability. Despite her claim that she considered the social context in her study, Morris merely informed about the classroom setting without

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including information about the social and cultural background of the participants. Such information is regarded as an important factor since gender identity is complex and not separated from other identities.

Morris did not investigate the differences between men's and women's academic writing through the common features of academic writing that may not be found in any other types of writing. The common characteristics of academic writing may include syntactic complexity, means of integrating cited information, presenting thesis statement, and organizing arguments. Therefore, this study examines these four features of academic student writing that may give an indication of differences between the two gender groups.

Meanwhile, regarding the methods of writing, Kanaris (1999) revealed that there were significant differences between 8-10 years old boys and girls in the ways in which they used written language to construct meaning. She found that the patterns of use of pronouns, adjectives and verbs revealed a world where children were actively constructing themselves as gendered individuals, particularly in terms of how they construct agency. These results indicated that the subtle and complex linguistic choices made by children, and the very act of writing, not only revealed but also actively constructed deeply embedded gendered characteristic and behaviors.

## B. Relevant Research

Relevant research requires some previous research by other researchers in which they are relevant to our research. Stated by Syafi'i (2013, p. 94) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. The following relevant researches to his research project are:

Firstly, relevant research was conducted by Ade Zarma, (2014) entitled: "The Comparison on Writing Ability in Descriptive Text between Male and Female Students as State Senior High School 1 Bangko Rokan Hilir Regency". This research was conducted to the tenth grade students of State Senior High School 1 Bangko Rokan Hilir Regency. The aim of this research was to know whether there is significant differences of ability between male and female of the tenth grade students at State Senior High School 1 Bangko in writing descriptive text or not. In this research, the researcher used comparative study. As the result, she found out that there was significant difference on writing ability in descriptive text between male and female students of the tenth grade at State Senior High School 1 Bangko Rokan Hilir Regency.

Secondly, relevant research was from Waskita. She conducted the research where examines men's and women's ESL academic writing in their written assignments at the University of Melbourne on 2008. Three sets of men's and women's academic writing were analyzed for several common features of academic writing including syntactic complexity, means of

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### C. Operational Concept

Operational concept used as a guidance to avoid misunderstanding.

In order to clarify the theories in this research, the researcher would like to explain briefly about variable of this research, they are independent or X variable which is in this research writing ability in narrative paragraph, and the other is dependent or Y variable of this researches the male and the female students.

1. The students are able to write orientation clearly in writing narrative paragraph.

integrating cited information, and methods of presenting arguments. In this research, the researcher used quantitative and qualitative method. There were 50 students as sample consists of 19 male and 31 female students. The findings showed significant differences between the men's and women's texts in those three aspects. The structure of the women's texts tended to be more complex than the men's. The women also used more paraphrases to integrate cited information, and presented better organized arguments. Those characteristics of the women's texts presumably would be advantages for their success in academic writing, and indicate a higher level of proficiency in ESL academic writing. The research is different because this research investigated the academic writing in university students but the research is for the writing ability in junior high school student. On the other hand, this researches have similarity, they investigate the gender differences in writing.

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2. The students are able to write complication coherently in writing narrative paragraph.
3. The students are able to write resolution clearly in writing narrative paragraph.
4. The students are able to use past tense correctly in writing narrative paragraph.
5. The students are able to use adverb of time correctly in writing narrative paragraph.
6. The students are able to use connectors of time correctly in writing narrative paragraph.
7. The students are able to use vocabulary appropriately in writing narrative paragraph.
8. The students are able to use spelling and punctuation correctly in writing narrative paragraph.

#### D. Assumption and Hypotheses

##### 1. Assumption

In this research, the researcher assumes that there is a significant difference between the male and the female students' in writing narrative paragraph at MTS Al Muhajirin Suka Mulya.

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## 2. Hypotheses

### a. The Null Hypotheses ( $H_0$ )

There is no significant difference of writing ability in narrative paragraph between male and female students' at eight grade of MTS Al Muhajirin Sukamulya.

### b. The alternative Hypotheses ( $H_a$ )

There is a significant difference of writing ability in narrative paragraph between male and female students' at eight grade of MTS Al Muhajirin Sukamulya.

## **A. Research Design**

This research is comparative research. According to Gay (1990, p. 15) explains that comparative research is an explanation of similarities and differences, but comparative tends to emphasize the differences or contrast rather than similarities. The same statements is also pointed out by Siregar (2014, p. 234), he states that comparative research is a research design used to know or to compare the difference between two or more variables. In this case, the researcher took a research to know whether the differences of writing ability in narrative paragraph between male and female students at ninth grade MTS Al Muhajirin Suka Mulya.

## **B. Location and Time of this Research**

This research was conducted to the ninth-grade students at MTs Al Muhajirin Sukamulya and the time in conducting of this research was on May 2019. It was located at Petapahan-Bangkinang Street.

## **C. The Subject and Object of the Research**

The subject of this research was the ninth grade students of MTS Al Muhajirin Sukamulya, which is divided into two groups; male and female students, and the object of this research is the differences of writing ability in narrative paragraph.



## D. Population and Sample of the Research

Population of this research was the ninth grade students of MTS Al Muhajirin Sukamulya in academic 2016-2017. The total number of population is 85 students. The researcher took the sample of the populations in this research based on convenience sampling. According to Creswell (2008. p.155) convenience sampling is the process of selecting sample for providing full information to answer the research question from the research. In this technique, the individual of sample must not become a representative of the population. The researcher selected participants for the total sample equal between male and female, because according to the definition from Gay (1990), the sample for comparative research must be equal. So, in this research the researcher was taken 20 students which is 10 students are male and 10 students are female.

**Table III.1**  
**Total of Population**

Class	Population		Number of Population
	Male	Female	
VIII.A	11	10	21
VIII.B	9	10	19
VIII.C	10	12	22
VIII.D	13	10	23
Total	43	42	85

From the data above, we can see that the total number of ninth grade students is 85 students, consist of 43 male students and 42 female students, and 20 students as a sample.

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## E. Technique of Data Collection

Writing is highly valued in educational settings. The standardization of writing frequently emphasize on the accuracy in writing. Writing is not easy as to assess the content-area skills or reading ability. According to Weigle (2002, p. 116) ESL composition is an evaluation guide in order to provide a point of view, an outline of an ESL writer's success in composing or putting together the main elements of written discourse into a connected, coherent piece of writing that communicates effectively. This profile contains five components scales: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). It can be figured out as follows:

**Table III.2**  
**Scoring Rubric of ESL Composition**

Aspect	Range	Criteria
<b>Content</b>	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned the topic.
	<b>26-22</b>	<b>Good average:</b> some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	<b>21-17</b>	<b>Fair to poor:</b> limited of knowledgeable f subject, little substance, inadequate development of topic.
	<b>16-13</b>	<b>Very poor:</b> does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
<b>Organization</b>	<b>20-18</b>	<b>Excellent to very good:</b> fluent to expression, ideas early stated/supported, well organized, succinct, logical sequencing, cohesive.
	<b>17-14</b>	<b>Good average:</b> somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing.
	<b>13-10</b>	<b>Fair to poor:</b> non-fluent, ideas confused, or disconnected, lack logical sequencing, and development.
	<b>9-7</b>	<b>Very poor:</b> does not communicated, no

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Aspect	Range	Criteria
Vocabulary	20-18	organization, or not enough to evaluate. <b>Excellent to very good:</b> sophisticated range, effective word/idiom choice and used, word from mastery, appropriate register.
	17-14	<b>Good average:</b> adequate range, occasional error or word/idiom form, used but meaning not obscured.
	13-10	<b>Fair to poor:</b> limited range, frequent errors of word/idiom form, choice, meaning confused or obscured.
	9-7	<b>Very poor:</b> essentially translation, little knowledge of English vocabulary/idiom/word form, or not enough to evaluate
Language use	25-22	<b>Excellent to very good:</b> effective complex constructions, few errors of agreement/tense/number/word/order/articles/pronouns/prepositions.
	21-18	<b>Good average:</b> effective but simple constructions, minor problems in complex constructions, several errors of agreement/tense/number/word/order/articles/pronouns/prepositions but meaning never obscured.
	17-11	<b>Fair to poor:</b> major problems in simple/complex constructions, frequent errors of negation/agreement/tense/number/word/order/articles/pronouns/prepositions and or fragments/delection, meaning confused or obscured.
	10-5	<b>Very poor:</b> virtually no mastery of sentence constructions rules, dominated by errors, does not communicated, or not enough to communicated.
Mechanics	5	<b>Excellent to very good:</b> demonstrates mastery of convention, few errors of spelling,/ punctuation/capitalization/ paragraphing.
	4	<b>Good average:</b> occasional errors of spelling,/ punctuation/ capitalization/ paragraphing, but meaning not obscured.
	3	<b>Fair to poor:</b> frequent errors of spelling,/ punctuation/ capitalization/ paragraphing, poor handwriting, meaning confused or obscured.
	2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling,/ punctuation/capitalization/ paragraphing, handwriting illegible, or not enough to evaluate.

(Adopted from: Weigle s. c. (2002). *Assessing writing*. Cambridge University Press)

However, the researcher used assessments format of writing in thirteen Curriculum (K13) measure male and female student's writing ability in narrative paragraph.

**Table III.3**  
**Assessment Aspects in Writing Narrative Paragraphs**

No	Aspect Assessment	Score			
		1	2	3	4
1	Content				
2	Organization				
	a. Orientation				
	b. Complication				
	c. Resolution				
3	Vocabulary				
4	Language Features				
	a. Action Verb				
	b. Temporal Connectives				
	c. Past Tense				
5	Spelling and Punctuation				
<i>Total</i>					
<i>Maximum score</i>				20	

Explanation of score:

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum}} \times 80$$

1. Incompetent
2. Components enough
3. Competent
4. Very competent

**Table III.4**  
**The Classification of Students' Score in Writing Narrative Text**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

(Source: 2013 Curriculum)



## F. Validity and Reliability

The quality of instrument is very crucial. It should be valid and reliable. Thus, the writer used the writer uses some of procedures to measure the instrument. They are:

### 1. Validity

Validity is the most important characteristic of a test to measure instrument. According to Gay and Airasian (2012:160-161) validity concerned with the appropriateness of the interpretations made from test scores. Ary (2013:226) reveals that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity.

In order to find out the validity of writing ability test, the writer will use content validity. Thus, the writer will use the material from the text book that used by tenth grade of MTS Al Muhajirin Sukamulya.

### 2. Reliability

Gay and Airasian (2012:397) revealed that reliability is “the degree to which a test consistently measures what it is measuring” it means reliability relates to consistency of a measurement. The scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times.

Creswell (2012:160) stated that there are five types of reliability; they are test-retest reliability, alternate forms reliability, Alternate forms and test–retest reliability, Inter-ratter reliability, internal consistency

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reliability. In this research the writer will use Inter-ratter reliability because Inter-ratter reliability refers to the consistency of two or more independent scores, ratters or observers. Then, the writer will use the reliability's table by Cohen (2007:506) as follows:

**Table III.5**  
**Level of Reliability**

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptable Low

## G. Technique of the Data Analysis

In analyzing the data, the researcher used score from two raters of male and female student's writing ability in narrative paragraph. The researcher was evaluated by using the assessments format of writing in Curriculum K13. The score was analyzing statistically by using independents sample t-test to know whether there is significant differences of ability in writing narrative paragraph between male and female students at ninth grade of MTS Al Muhajirin Suka Mulya or not. All of the data was analyze by using SPSS 23 Program. Siregar (2014, p. 248) indicated  $H_0$  is accepted if the significance 2-tailed valued is bigger than  $\alpha$  ( $\text{sig-t} > \alpha$ ). In this case,  $\alpha$  value is 0.05.

Statistically the Hypothesis is:

$H_a$  is accepted if  $\text{sig-t} < \alpha$  : there is a significant difference between male and female students' writing ability in narrative paragraph.

$H_0$  is accepted if  $\text{sig-t} \geq \alpha$  : There is no significant difference between male and female students' writing ability in narrative paragraph.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out whether there is any significant difference between male and female students' ability in writing narrative paragraph at ninth grade of MTs Al Muhajirin Sukamulya. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The mean score of male students' writing ability in narrative paragraph at MTs AL Muhajirin Sukamulya was 65.80. It was categorized as **“Good”** level.
2. The mean score of female students' writing ability in narrative paragraph at MTs AL Muhajirin Sukamulya was 70.20. It was categorized as **“Good”** level.
3. There is a significant difference of writing ability in narrative paragraph between male and female students at ninth grade of MTs AL Muhajirin Sukamulya. It was categorized as **“Good”** level.

#### B. Suggestion

Considering the difference of writing ability in narrative paragraph between male and female students at ninth grade of MTs AL Muhajirin Sukamulya, the researcher would like to give some suggestions as follows:



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## 1. The Suggestion for the Students

- a. The male and female students at the third year are the foreign language learners. So that, they still need specific guidance to increase their ability on wiring narrative paragraph.
- b. The male and female students should practice in writing narrative paragraph after studying at the class.
- c. The male and female students should remember narrative paragraph rules so that they can do exercise well.
- d. The male and female students should remember narrative paragraph rules so that they can make paragraph correctly.

## 2. The Suggestion for Other Researchers

These findings are expected to be a reference for further researcher that concern of comparing male and female ability in writing narrative text.

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No	Student	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	RIZKY ALDI	18	13	16	12	3	62
2	PUTRI NURJANNAH	17	15	16	18	4	70
3	MUHAMMAD RIZKY	18	16	15	12	3	64
4	RAMZI SANKARI	18	13	15	12	2	60
5	ARYA FIDIH	21	15	14	16	4	70
6	TEGAR	22	15	14	14	3	68
7	YOGO SUBAKTI	18	16	11	11	4	60
8	DAFFA RAYHANI	22	13	14	14	3	66
9	AHMAD RISKI	22	13	15	17	3	70
10	ANANG	21	12	15	14	2	64
11	MEI NANDA	18	14	16	18	2	68
12	DINI SETIAWATI	18	15	15	18	4	70
13	RAIHAN AGIL	23	16	11	12	2	64
14	IKKA DELLA	24	18	13	16	3	74
15	HAVRA SUANDA	21	16	16	15	2	70
16	NURMA YANTI	18	17	15	15	3	68
17	JIHAN OKTAVIANI	17	18	15	16	2	68
18	ULFA FADILA	18	17	13	18	4	70
19	NURHANIFA	18	16	14	16	2	66
20	YULIA IRWANDA	18	18	12	17	3	68

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Rater I

( )



No	Student	Content			Organization			Vocabulary			Language Use			Mechanics			Score
1	RIZKY ALDI		17			17			17			14			3		68
2	PUTRI NURJANNAH		17			15			17			17				4	70
3	MUHAMMAD RIZKY		19			16			15			15			3		68
4	RAMZI SANKARI		17			15			15			16			3		66
5	ARYA FIDIH			22		14			14			16		2			68
6	TEGAR		21			14			16			14			3		68
7	YOGO SUBAKTI		17			17		12				11			3		60
8	DAFFA RAYHANI		21			13			16			13			3		66
9	AHMAD RISKI		18			15			17			16				4	70
10	ANANG		20			14			15			15				4	68
11	MEI NANDA		18			13			17				18			4	70
12	DINI SETIAWATI		19			16			17				18			4	74
13	RAIHAN AGIL			22		14			16			11			3		66
14	IKKA DELLA			22		16			16				18			4	76
15	HAVRA SUANDA		20			16			16				18	2			72
16	NURMA YANTI		18			16			17			16			3		70
17	JIHAN OKTAVIANI		17			14			16			17				4	68
18	ULFA FADILA		18			17		13					18			4	70
19	NURHANIFA			23		15			16			14		2			70
20	YULIA IRWANDA			22		12			16				18			4	72

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Rater II

Siswandi, M.Pd.



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## SILABUS

Mata Pelajaran : Bahasa Inggris  
Satuan Pendidikan : MTs Al-Muhajirin Suka Mulya  
Kelas : IX (Semilan)  
Semester : Ganjil/Genap

### Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>- Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations, I hope so, I wish you luck; dll.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>- Topik</li> </ul> <p>Prestadi dan kebahasaan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>Mengidentifikasi ungkapan yang sedang dipelajari</p> <p>Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</p> <p>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</p> <p>Melakukan refleksi tentang proses dan hasil belajar</p>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks</p>	<p>Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> </ul>	<p>Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri</p> <p>Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks.</p>





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penggunaannya. (Perhatikan unsur kebahasaan to, in order to, so that (dis)agreement)	Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan	Menyimak, membaca, dan menirukan, guru membacakan teks-teks tersebut dengan suara lantang
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dengan modal: <i>will, be going to</i>.</li> <li>- Ungkapan persetujuan: <i>I agree. That's a good idea. I don't think it's a good idea.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Tindakan dan kegiatan peserta didik di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Menyatakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>• Bertanya jawab dengan teman tentang rencana dan kemauan untuk menghadapi ujian akhir sebaik-baiknya</li> <li>• Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya.</li> <li>• Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/makanan/minuman, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Memilih obat/makanan/ minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil terbaik</li> <li>• Struktur Teks Dapat mencakup, nama asli dan nama dagang obat, deskripsi, volume, bahan, cara menggunakan, cara menyimpan, tanggal kadaluarsa</li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan produk.</li> <li>- Kalimat imperatif</li> <li>- Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Informasi tentang obat/ makanan/minuman yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dan mengidentifikasi berbagai informasi yang tertera di label obat/makanan/minuman dengan menuliskan informasi ke dalam tabel analisis</li> <li>• Mempelajari contoh mempresentasikan isi tabel, dan kemudian belajar menyampaikan secara lisan dengan ucapan dan tekanan kata yang benar</li> <li>• Melakukan langkah-langkah yang sama yang telah dilakukan sebelumnya untuk mengamati label makanan dan minuman</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.3 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/minuman	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan</li> <li>• Struktur Teks Dapat mencakup               <ul style="list-style-type: none"> <li>- nama makanan, minuman,</li> <li>- alat, mesin, bahan, aparatus yang diperlukan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Didekikan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar</li> <li>• Dengan menggunakan tabel, menganalisis struktur formula yang digunakan untuk</li> </ul>
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya		
4.4 Menangkap makna secara kontekstual terkait		



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<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kejadian/ kegiatan yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)</p>	<p>• Cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kosakata khusus terkait dengan produk,</li> <li>- Frasa nominal untuk menyebut benda</li> <li>- kata sambung <i>first, next, then, finally</i>.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> <p>Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>• Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja</p> <ul style="list-style-type: none"> <li>• Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar</li> <li>• Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kejadian/ kegiatan yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsional, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mendeskripsikan, melaporkan, menjelaskan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>present continuous tense, past continuous, dan continuous</i> dengan modal <i>will</i>.</li> <li>- Klausa adverbial dengan kata sambung <i>when... , while... , those, my, their, dsb</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, that, those, my, their, dsb</i>.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> </ul> <p>Keadaan/tindakan/kejadian di rumah, sekolah, dan lingkungan sekitar peserta didik, yang dapat menumbuhkan perilaku yang termuat di KI</p> </li></ul>	<ul style="list-style-type: none"> <li>• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Bertanya jawab tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang yang disebutkan dalam teks lain lagi</li> <li>• Mengumpulkan informasi tentang kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang dilakukan saat ini, pada satu titik waktu lampau dan yang akan datang</li> <li>• Menempatkan karyanya di dinding kelas atau majalah dinding</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kejadian/ kegiatan yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsional, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mendeskripsikan, melaporkan, menjelaskan.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau tanpa menyebutkan waktu terjadinya secara spesifik</li> </ul>





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<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan keadaan/tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi di waktu lampau/pada waktu sekarang/keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan <i>present perfect tense</i>)</p>	<p>Menanggapi (diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> <li>Unsur kebahasaan</li> <li>Kalimat deklaratif dan interrogative dalam <i>present perfect tense</i>.</li> <li>Kata sambung: <i>since, for</i>; kata penunjuk waktu <i>now, those, my, their</i>, dsb.</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> <li>Kegiatan/tindakan/ kejadian/kejadian di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menimbulkan perilaku yang termuat di KI</li> </ul>	<p>Menanggapi (diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> <li>Unsur kebahasaan</li> <li>Kalimat deklaratif dan interrogative dalam <i>present perfect tense</i>.</li> <li>Kata sambung: <i>since, for</i>; kata penunjuk waktu <i>now, those, my, their</i>, dsb.</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> <li>Cerita yang memberikan keteladanan dan dapat</li> </ul>
<p>4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>

3.7



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menumbuhkan perilaku yang termuat di KI		menumbuhkan perilaku yang termuat di KI	
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> <p>Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>• Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif</li> <li>• Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX</li> <li>• Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>• Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>• Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>• Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>• Tiap kelas membuat satu proyek menulis booklet tentang flora fauna lokal, yang hasilnya akan dilombakan dengan kelas lain.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Dapat mencakup:                   <ul style="list-style-type: none"> <li>- jenis, golongan, spesies dari obyek secara umum</li> <li>- unsur-unsur rincian deskripsi tentang obyek pada umumnya</li> </ul> </li> <li>• Unsur kebahasaan                   <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> <p>Tumbuhan, hewan, teknologi, dan gejala/ peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX yang dapat menumbuhkan perilaku yang termuat di KI</p> </li></ul>	<ul style="list-style-type: none"> <li>• Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX</li> <li>• Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>• Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>• Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>• Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>• Tiap kelas membuat satu proyek menulis booklet tentang flora fauna lokal, yang hasilnya akan dilombakan dengan kelas lain.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul> <p>Tumbuhan, hewan, teknologi, dan gejala/ peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX yang dapat menumbuhkan perilaku yang termuat di KI</p>
4.9. Teks Information Report			
4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>information report</i> lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX			
4.9.2 Menyusun teks <i>information report</i> lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks			





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<p>3.10 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mempromosikan produk dan jasa</li> <li>• Struktur Teks</li> <li>Dapat mencakup: <ul style="list-style-type: none"> <li>- Visual</li> <li>- Logo</li> <li>- Headline</li> <li>- Sub-headline (lebih rinci daripada headline)</li> <li>- Body copy (uraian pesan yang lebih detail dari sub-headline)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kata sesuai dengan kekhasan setiap iklan</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>• Mencermati iklan pendek dan sederhana dan dengan contoh mengidentifikasi bagian-bagian iklan dan ungkapan atau kata yang digunakan dengan menggunakan tabel analisis</li> <li>• Menggunakan tabel analisis, mencermati beberapa iklan lain untuk mengidentifikasi bagian-bagiannya</li> <li>• Mengidentifikasi persamaan dan perbedaan beberapa iklan dari segi isi dan bentuk</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.11 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>• Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>• Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.11 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>• Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>• Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Ika Della

Tx

B. Inggris

## "Sangkuriang"

In ancient times there was a king's daughter in west java named Dayang Sumbing. He had a son named Sangkuriang.

Sangkuriang is a child who likes to hunt and when hunting he is always accompanied by his favorite dog, tumang.

One day he was angry at the tumang because he didn't want to chase after the game. he was very angry.

He then returned to the palace and told the head of the sangkuriang incident to his mother Dayang Sumbing was very angry Dayang Sumbing hit the head of the Sangkuriang. After hitting the woman Sangkuriang Sumbi sorry and he was always sinful and imprisoned to get forgiveness from the god.

The god gives a gift of eternal beauty day he met a royal girl who was so beautiful. the girl turned out to be his mother. Sangkuriang fell in love with the girl and proposed to her because the handsome Sangkuriang girl fell in love. One Day Sangkuriang wanted to hunt and he asked the lady servant to fix the head band dayang sumbi paid attention to. husband was sangkuriang.

First The sangkuriang had to stem the river. the second. he asked the sangkuriang to enlist a large canoe boat conditions must be met before sun rise. In the evening sangkuriang asked the supernatural beings to help solve all the work of the lady servant who ordered their troops to lay out red silk cloth.

The Carpen makes light think that the sun has risen. using its power sangkuriang breaks down the dam and is struck power. Sangkuriang breaks down the dam and is by a great flood a large trash that has been made than four up side down into the water.





## Sangkuriang Teks

Upon a time in west Jawa, Indonesia, lived a princess named Dayang Sumbi, she was beautiful and kind hearted. her hobby was weaving tool fell but she was too lazy to get it herself, she shouted out, "can anybody help me get my tool? If you are a male, I will take you as my sister. If you are a male I will marry you!"

A male creature came, but it was a dog, his name was Tumang he happily brought her the tool. Dayang Sumbi was very surprised but she kept her promise and married the dog. Tumang was actually a man who had been cursed by a witch. Their only son, Sangkuriang, was soon born, and he grew up to be a handsome and althy boy he always played with his very royal dog, Tumang. He did not know that he was actually his father. because Dayang Sumbi hid the secret from him. Sangkuriang liked to hunt in the woods, of course with Tumang.

One day Dayang Sumbi asked him to bring home a deer's heart but, after hunting for several days, he could not find any deer in the woods. he did not want to disappoint suddenly he had a very bad idea thinking hard how to bring home a deer's heart and gave it to Dayang Sumbi. Tumang then he brought his heart

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### Sangkuriang

In ancient times, there is a prince in West Java named Darang Sumbi, she had a son named Sangkuriang. He was always accompanied by the dog named Pomang. Pomang is actually an incarnation of the God and the father of Sangkuriang.

One day, he got mad and hit his head after a long while. Sangkuriang came back to the village and without recognizing and Sangkuriang fell in love with Darang Sumbi and wanted to marry her.

Darang Sumbi set an impossible condition that Sangkuriang has to fulfill and then Sangkuriang failed and got angry and kicked the boat. And the boat called Sangkubur Pembu.

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1. Long time ago in west Java, live a beautiful and lovely giri named Sumbi. She lived in a shack in the middle of woods accompanied by a dog named Tumang. Actually, she was a princess of a kingdom who was exiled by her father.

2. One day when Dayang Sumbi was weaving, one of her string felt into the ground. Dayang Sumbi became sad. She promised to herself that who ever found it if a man would be her husband and if a girl would be her wife. Unexpectedly Tumang was the one who came to bring the linen to Dayang Sumbi. Finally Dayang Sumbi married Tumang. Tumang was a dog who cursed into a dog.

3. After marrying Tumang, Dayang Sumbi had a son named Sangkuriang. Sangkuriang was a dashing and handsome boy. He loved hunting in the forest. One day he went to the wood for hunting. He was accompanied by Tumang but he did not know that Tumang was his father. He was hunting all day long but today was not his even just one animal. Because he had made a promise to his mother to bring a deer to his heart. Sangkuriang killed Tumang. He took and brought it to his home.





## The legend of Sangkuriang

In ancient times, there is a Princess in West Java named Dayang Sumbi. She had a son named Sangkuriang.

Sangkuriang was a boy who like to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

After hitting Sangkuriang, Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Sumbi Dayang becoming young forever.

Sangkuriang fell in love with the girl and then proposed her. Because of the handsomeness that was owned by Sangkuriang, then Dayang Sumbi also fell in love. One day, Sangkuriang want to hunt and he asked Dayang Sumbi to fix the headband. However, Dayang Sumbi then realized that was the same injury as her son who wandered away. She then noticed Sangkuriang face, and she was more surprised to realized that her husband was Sangkuriang, his own son.

At night, Sangkuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his force to hold a very long red carpet to the east of the city.

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## Sangkuriang

Long ago, ~~there~~ there was the story of one of the Daughters in heavy Java named dayang Sumbi who had a child named Sangkuriang. But not know that the dog was the incarnation of god and also his father.

When hunting Sangkuriang met with a deer, Sangkuriang remembered that his mother was very happy deer. but human lost the deer trail and Sangkuriang became angry because Sangkuriang was eager to give his deer's heart to his mother.

arriving at Sangkuriang at home. when eating dayang Sumbi remembered. Tumang and asked Sangkuriang. after the incident Dayang Sumbi Deeply regretted it. After being driven by his mother Sangkuriang traveled to various places. Sangkuriang finally fell in love it Dayang Sumbi when Dayang Sumbi was seeing the scar on Sangkuriang's head and Questioning him to Sangkuriang.

Hak Cipta Dilindungi Undang-Undang

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## Sangkuriang

One upon a time in west Java Indonesia. Ubed a Princes name Dayang Sumbi her hobby used weaving cloth ball Somentisme" she could lazi.

One day her weaving dot" I will take you as my sister, if you are a male will marry you!

A mele creature come but a ceratain times His named tumang he happily brought her the tool to her. but at ceratain tumang could turn back to be. a normal man, her only son. Sangkuriang was soon born and he grew up to be a handsome, an healthy boy. Hi always Played with his very loyal dog, tumang. Because Dayang Sumbi Hia the secret form him. in the woods OF course wit tumang one day Dayang Sumbi asked him to bring home a dears heart. But after hunting for several days her could not. Find any clear in woods he did not want to disapoint his mother and was thinking hard how to bring home a deer's hear.

Stidently her had a very bad ide

Sangkuriang could not at her. She know it was. tumang's heart so she got very angry and him to leave with a bad wound on his forehead. Sangkuriang left the wound on his forehead. Sangkuriang left the village.

many years later Sangkuriang grew up to be a powerful man one day he cant back to his village. It was dayang Sumbi she never get older because she had been granted eternal-youth by the gods Sangkuriang did now know.

when he walked closer to her. Dayang Sumbi got very surprised she saw the scar in



## Teks Sangkuriang

In ancient times, there is a princess in west Java named Dayang Sumbi. She had a son named Sangkuriang.

Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a dog, Tumang actually an incarnation of the god and the father of sangkuriang.

Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. Sangkuriang then disappointed and he decided to wander.

After hitting sangkuriang, Dayang Sumbi felt so sorry and she always prayed and hoped to get forgiveness from God.

The prize is a timeless beauty that would make Sumbi Dayang becoming young forever.

After wandering for a dozen years, sangkuriang returned home. One day, he met a girl who was so beautiful.

Sangkuriang fell in love with the girl and then proposed her. Because of the handsome man that was owned by sangkuriang, then Dayang also fell in love. Dayang Sumbi then realized that was the same injury as her son who wandered away. She then noticed sangkuriang face.

After those happenings, she immediately looked for ways to thwart the plan of making a proposal. Secondly, she asked sangkuriang to make a big canoe to cross the river.

At night, sangkuriang asked for help to spirit creatures to complete all the work.

Once the work was almost complete, Dayang Sumbi ordered his force to hold a very long red carpet to the east of the city.

He stopped his work and was very upset because all could not meet the requirements posed by Dayang Sumbi. His big canoe then crashed upside down and changed into a mountain named, Tangkubang Perahu.



nama: Dini Setiawati

"sang kuring"

In an ancient times, there is a princess in west Java named Dayang Sumbi she had a son named Sang Kuring. Sang Kuring was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a dog Tumang actually an incarnation of the god and the father of Sang Kuring.

One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then expelled Tumang so the dog so angry and hit his head. Sang Kuring the disappointed and the he decided to wonder. After hitting Sang Kuring, Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Sumbi Dayang becoming young forever. After wondering for a dozen years, Sang Kuring returned home. At night, Sang Kuring asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to hold a very long red carpet to the post of the city. The carpet made the light become red and Sang Kuring thought that the sun had risen. He stopped his work and was very upset because all could not meet the requirements proposed by Dayang Sumbi. Using his strength, Sang Kuring broke the dam and the city became flooding. His big canoe then crashed upside down and changed into a mountain named Tangkuban Perahu.

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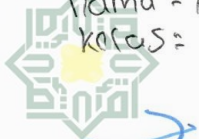
Sangkuriang Story

long time ago in west Java. lived a beautiful and lovely girl named Dayang Sumbi. She lived in a shack in the middle of woods accompanied by her father named Tumang. actually, she was a princess of a kingdom that was exiled by her father.

One day when Dayang Sumbi was weaving, one of her string fell into the lake. Dayang Sumbi became sad. She promised to herself that if a man would be her husband and if a girl would be her sister, unless she found Tumang was the one who can bring her back. Finally Dayang Sumbi married Tumang. Tumang was a man who cursed into a dog.

After marrying Tumang, Dayang Sumbi had a son named Sangkuriang. He was a dashing and handsome boy. He loved hunting in the forest. He did not know that Tumang was his father. He was hunting all day long but today was not his lucky day. He did not get even a single animal. Because he had made a promise to his mother by bringing a deer.

Sangkuriang tried to hunt. He went and brought it to his home. When he got home Sangkuriang gave his mother Tumang's heart to eat. His mother, Dayang Sumbi, didn't realize it. She cooked the heart and ate with her son. When they finished eating, Dayang Sumbi asked Sangkuriang, "Where is Tumang? Why didn't he come home with you?" Sangkuriang replied, "Tumang had been on his way home but he was angry with me because I didn't bring him a deer today. He hit his head with a spoon until it bled."



Nama = Ahmad Riski  
Kelas = IX

## Sangkuriang

Once upon a time in west Java Indonesia, lived a Princess named Dayang Sumbi, her hobby uses wayang cloth bat. Sometime she could lazy one day her. wayang out "I will take you as my sister if you one a male will marry you!"

A male creature came, but it was a dog, his name was Tumang. He happily brought her the tool ~~to~~ to tool tether but at certain times Tumang could turn back to be a normal man, her only son. Sangkuriang was soon born and he grew up to be a handsome and healthy boy, he always played with his very loyal dog Tumang, because Dayang Sumbi hid the seed from Sangkuriang. Uked to hunt in the woods of course with Tumang one day Dayang Sumbi asked

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Hal ini bertujuan untuk melindungi UIN Suska Riau



Long ago, there was the story of one of the daughters in heauy Java named Dayang Sumbi who had a child named Sangkuriang. one day Sangkuriang went hunting accompanied by a dog named Tumang, but Sangkuriang did not know that the dog was the incarnation of God and also his father.

Pada when hunting Sangkuriang met with a deer, Sangkuriang remembered that this mother wash very happy deer. But Tumang lost the deer trail and ~~mother wash very happy deer. But Tumang~~ Sangkuriang became angry because Sangkuriang was eager to give his deer's heart to his mother.

Arriving at Sangkuriang at home. when eating Dayang Sumbi remembered Tumang and asked Sangkuriang. After the insident Dyang Sumbi deeply regretted it. After bring driven by his mother Sangkuriang traveled to various Places. Sangkuriang finally fell in love it dayang Sumbi, when Dayang Sumbi was seeing the scar on Sangkuriang's head and questioning him to Sangkuriang. Dayang Sumbi Submitted a request he asked for a sailboat to be made in a day, Because he was annoyed at the boat and fell on the montain and merged with the montain and named mount Tangupan Perahu, Sangkuriang finally died from falling into the Citarum river.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



in an cient times there is a Princess, in west java named Dayang Sumbi. She had a son named Sangkuriang, and her husband also is Purnawan. One day, he got mad at Purnawan for not pursuing the animals. Because so angry, he then returned to the Palace and told the incident to her mother. Dayang Sumbi was so angry and hit his head. Sangkuriang returned home. when he reached the was so beautiful. the girl was actually a Sumbi Dayang Sumbi's own mother. and he wanna marry with Dayang Sumbi. Dayang Sumbi set an impossible condition and sangkuriang follied. sangkuriang broke the dam and the city became flooding his big canoe then crashed down and changed into a mountain named, Tangkuban Perahu.

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b. Penyalinan tidak diperbolehkan untuk kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengutip atau menyalin sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Long time ago in West Java, lived a beautiful and lovely girl named Dayang Sumbi. She lived in a shack in the middle of woods accompanied by a faithful dog named Tumang. Actually, she was a princess of a kingdom that was exiled by her father.

One day when Dayang Sumbi was weaving one of her string felt in the lake. Dayang Sumbi became sad. She promised to herself that whoever found the string, if a man would be her husband and if a girl would be her sister. Unexpectedly Tumang was the one who came to bring the linen for Dayang Sumbi. Finally Dayang Sumbi married Tumang. Tumang, Dayang Sumbi had a son named Sangkuriang. After marrying Tumang, ~~he~~ was a man who cursed into a dog. Sangkuriang was a dashing and handsome boy. He loved hunting in the forest. One day he went to the wood for hunting. He was accompanied by Tumang. His father he got hunting all day long but today was not his lucky day. He did not even just one animal. Because he had made a deer's heart. Sangkuriang killed Tumang. He took and brought it to his home.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## Sangkuriang

Long ago, there was the story of one of the daughters in heavy Java named dayang Sumbi who had a child named Sangkuriang one day. Sangkuriang went hunting accompanied by a dog named Tumang but. The incarnation of God and also his father. When hunting Sangkuriang met with a deer. Sangkuriang told Tumang chase the deer. Lost the deer trail and Sangkuriang became Sangkuriang was eager to give his deer's heart to his mother 'go'. After at Sangkuriang at home he gave his heart. heart from hunting to his mother to cook. eating Dayang Sumbi. Tumang and asked Sangkuriang, Sangkuriang replied with a sure face "tumang died". Dayang Sumbi was angry not and hit Sangkuriang. After wandering for a dozen years. Sangkuriang returned home. when he reached the kingdom. all had changed. He did not know what was happening. he was so beautiful. the girl was actually a girl who was his own mother.

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## Sang Kuriang

In ancient times, there is a Princess in west Java named Dayang Sumbi. She has a son named Sang Kuriang.

Sang Kuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a dog, Tumang actually an incarnation of the god and the father of Sang Kuriang. One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods.

He then returned to the Palace and told the incident to her mother. Dayang Sumbi was so angry and hit his head. Sang Kuriang then disappointed and he decided to wander.

After hitting Sang Kuriang, Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Sumbi Dayang be coming young forever.

At night, Sang Kuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to lay a very long red carpet to the east of the city.

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## Sangkuriang

In ancient times, there is a princess in west java named Dayang Sumbi. She had a son named Sangkuriang. Sangkuriang was a boy who liked to hunt and when hunting, he has always accompanied by his dog named Tumang. Despite a dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

One day he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the and told the incident to her mother.

Dayang Sumbi felt so sorry and she always prayed and meditated to get forgiveness from god. When he reached the kingdom, all had changed. He did not know what was happening. The girl was actually a jumbig as her son who wandered away. Dayang Sumbi then realized that was the same.

She then proposed two require hents to Sangkuriang. First, Sangkuriang should stem the Citirum River. Secondly, she asked Sangkuriang to make a big lance the cross the river.

At night, Sangkuriang asked for help to spirit ceremahs to complete all the work. Dayang Sumbi secretly peeked at the job. Dayang Sumbi ordered her forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkuriang thought that the sun had risen. He stopped his work and was very upset because all could not meet the requirements posed by Dayang Sumbi. Using his strength, Sangkuriang broke the dam and city became flooding. His big canoe then floated upside down and changed into a mountain named, Tangkuban Perahu.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Disarankan untuk mengutip dan menyebutkan sumber:

Disarankan untuk mengutip dan menyebutkan sumber:



# Sangkuriang

one upon a time in west Java Indonesia, lived a Princess named dayang Sumbi. her hobby was weaving cloth, but some time "She could lazy her weaving out". I will fall for you as my sister. If you are amate, marry you!

A male creature come, but it was a dog. his name was tumang. he brought her the tail to her, but at certain times tumang could turn back to be a normal man. her only son, Sangkuriang, was soon born and he grew up to be a handsome boy. he always played with his very loyal dog tumang. Because Dayang Sumbi hid the secret from him Sangkuriang to hunt in the woods of course with tumang. one day tumang asked him to bring her a deer's heart, but after hunting for several days he could not find a deer. he did not want to disappoint his mother and thinking hard how to bring her a deer's heart, he saw a very big deer.

Sangkuriang could not get at her. She knew it was tumang's heart. So she got very angry and him to leave with a bad wound on his forehead. Sangkuriang left the woods on his forehead. Sangkuriang left the village. Many years later Sangkuriang grew up to be a power full man. one day he want back to her village. It was dayang Sumbi. She never got older because she had been granted eternal youth by the gods. Sangkuriang did not know when, he walked do ser to her. Dayang Sumbi got very mad she said the deer in. to be pam it to him but

Hal yang harus diperhatikan dalam menulis karya tulis ini adalah bentuk dan isi. Hal yang harus diperhatikan dalam menulis karya tulis ini adalah bentuk dan isi. Hal yang harus diperhatikan dalam menulis karya tulis ini adalah bentuk dan isi.



## Sangkuriang

In ancient times, there is a princess in west Java named Dayang Sumbi. She had a son named Sangkuriang. Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

One day, he got mad at Tumang for not pursuing the animals because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. Dayang Sumbi was so angry and meditated to get her head. Sangkuriang, Dayang Sumbi felt so sorry and she always prayed she was so diligent for forgiveness from God. One day, God gave a gift because would make Sumbi Dayang becoming a timeless beauty that years, Sangkuriang returned home. after wending for a dozen

At night, Sangkuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once work was almost complete, Dayang Sumbi ordered her forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkuriang thought that the sun had risen. He stopped his work and was very upset because all could not meet the requirements posed by Dayang Sumbi using his strength. Sangkuriang broke the dam and the city became flooding. His big canoe then crashed beside city became flooding. His big canoe then crashed upside down and changed into a mountain named Tangkuban Perahu.

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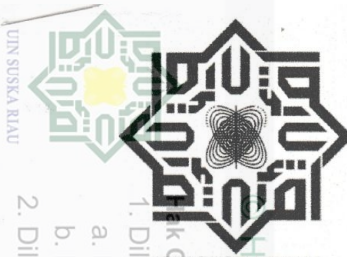
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RAWSCORE	5	4	3	2	22-25	18-21	11-17	5-10	18-20	14-17	10-13	7-9	18-20	14-17	10-13	7-9	27-30	22-26	17-21	13-16
62			3				12			15				15					17	
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Rater,

SISWANDI, M.Pd.



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Pekanbaru, 21 Juni 2016

Sifat Biasa

Lamp.

Hal

**Pembimbing Skripsi**

Kepada

Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Dwi Arizka Pratiwi

NIM : 11314202715

Jurusan : Pendidikan Bahasa Inggris

Judul : The Differences of Writing Ability in Narrative Paragraph between Male and Female Students' at Eight Grade Junior High School 40 Pekanbaru

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan

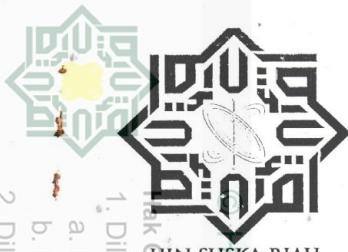
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Dr. H. Kusnadi, M.Pd.

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : HARUM NATASHA, M.Pd
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : DWI ARIZFA PRATIWI
4. Nomor Induk Mahasiswa : 1131 4202 715
5. Kegiatan : BIMBINGAN SKRIPSI

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.)	04 - sept - 2019	Bab IV & V		
2.	13 / 09 - 2019	Bab IV & V / Ace Munasayel		

Pekanbaru, ..... 2019  
Pembimbing,

1. Dilarang mengutip sebagian atau seluruh karya tulis ini untuk mengutip sebagian atau seluruhnya dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

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Alamat : Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing :
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : DWI ARIZKA PRATIWI
4. Nomor Induk Mahasiswa : 1131 A202 715
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	05 / 2 / 2018	BACKGROUND OF THE PROBLEM		
2	21 / 3 / 2018	THEORY OF MALE & FEMALE		
3	3 / 4 / 2018	CHAPTER III		
4	4 / 6 - 2018	Acc Seminar proposal		

Pekanbaru, .....20  
Pembimbing,

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.





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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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Alamat : Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
ULIHAN PROPOSAL**

Nama Mahasiswa : DWI ARIZKA PRATIWI  
 NOMOR -INDUK- MAHASISWA : 1131 4202 715  
 Hari/Tanggal Ujian : KAMIS, 09 AGUSTUS 2018  
 JUDUL PROPOSAL UJIAN : THE DIFFERENCES OF WRITING ABILITY IN NARRATIVE  
 TEXT BETWEEN MALE AND FEMALE STUDENTS AT  
 NINE GRADE OF MTS AL- MUHAJIRIN SIFAMULTA.

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang  
 Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Ridki Amelia, M.Pd	PENGUJI I		
2.	Dodi Setiawan, M.Pd	PENGUJI II		

Mengetahui  
 a.n. Dekan  
 Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.

NIP. 199609241995031002

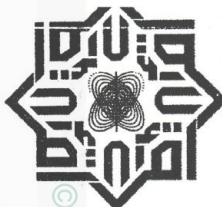


Pekanbaru, 09 AGUSTUS 2018  
 Peserta Ujian Proposal

NIM. 1131 4202 715

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
  2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  4. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 17 April 2017

Nomor : Un.04/F.II.4/PP.00.9/9031/2017  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Kepada  
Yth. Kepala Sekolah  
MTs Al-Muhajirin-Desa Suka Mulya  
di  
Tempat

*Assalamu 'alaikum warhmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DWI ARIZKA PRATIWI  
NIM : 11314202715  
Semester/Tahun : VIII (Delapan)/ 2017  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



an Dekan  
Wakil Dekan III

Prof. Dr. Nairunas, M.Ag.  
NIP. 19720828 200604 1 002

Hak Cipta Dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA  
MADRASAH TSANAWIYAH  
**PP AL-MUHAJIRIN**  
SUKAMULYA, BANGKINANG

NSM: 121214010022

Jalan Bangkinang - Petapahan Km. 18 Kode Pos 28451, Email : mts.almuhajirinsukamulya@gmail.com HP. 0852 6571 0342

Suka Mulya, 8 April 2019

Nomor : 008/MTS/AL-MJ/IV/2019  
Sifat : Biasa  
Lamp : -  
Hal : *Izin melakukan PraRiset*

Kepada  
Yth. Dekan Fakultas Tarbiyah dan Keguruan  
UIN Suska Riau  
Di  
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh.

Kepala Sekolah MTs Al Muhajirin Suka Mulya dengan ini memberi izin PraRiset kepada :

Nama : DWI ARIZKA PRATIWI  
NIM : 11314202715  
Semester/Tahun : XII (Dua Belas) / 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk melaksanakan riset guna mendapatkan daata yang berhubungan dengan penelitiannya di MTs Al Muhajirin Suka Mulya.

Sehubungan dengan hal tersebut kami memberi izin Riset kepada mahasiswa yang bersangkutan.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana perlunya.

Kepala Madrasah

MARHANI HIDAYAT, S.Pd.I

Bar N S L H

- NSM:** Jalan mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**KEMENTERIAN AGAMA  
MADRASAH TSANAWIYAH  
PP AL-MUHAJIRIN  
SUKAMULYA, BANGKINANG**

NSM: 121214010022

Jalan Bangkinang - Petapahan Km. 18 Kode Pos 28451, Email : mts.almuhajirinsukamulya@gmail.com HP. 0852 6571 0342

Suka Mulya, 8 April 2019

Nomor : 008/MTS/AL-MJ/IV/2019  
Sifat : Biasa  
Tempat : -  
Hal : *Izin melakukan Riset*

Kepada  
Yth. Dekan Fakultas Tarbiyah dan Keguruan  
UIN Suska Riau  
Di  
Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh.

Kepala Sekolah MTs Al Muhajirin Suka Mulya dengan ini memberi izin PraRiset kepada :

Nama : DWI ARIZKA PRATIWI  
NIM : 11314202715  
Progam Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk melaksanakan riset guna mendapatkan daata yang berhubungan dengan penelitiannnya di MTs Al Muhajirin Suka Mulya.

Sehubungan dengan hal tersebut kami memberi izin Riset kepada mahasiswa yang bersangkutan.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana perlunya.

Kepala Madrasah  
  
MARHANI HIDAYAT, S.Pd.I

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**KEMENTERIAN AGAMA  
MADRASAH TSANAWIYAH  
PP AL-MUHAJIRIN  
SUKAMULYA, BANGKINANG**

NSM: 121214010022

Jalan Bangkinang - Petapahan Km. 18 Kode Pos 28451, Email : mts.almuhajirinsukamulya@gmail.com HP. 0852 6571 0342

**Surat keterangan riset**

Nomor : 024/MTs/AL-MJ/XII/2019

Yang bertanda tangan di bawah ini, kepala Madrasah Tsanawiyah Al Muhajirin Suka Mulya, menyatakan bahwa:

Nama : Dwi Arizka Pratiwi  
NIM : 11314202715  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan keguruan UIN Suska Riau

Telah melaksanakan riset di Madrasah Tsanawiyah Al Muhajirin Suka Mulya.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya. Terimakasih.

Dikeluarkan di Bangkinang

Tanggal 05 Desember 2019

Kepala Madrasah

Marhami Hidayat, S.Pd.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN KAMPAR**

Jalan DI. Panjitan No. 25 Bangkinang  
Telepon : (0762) 20456 Faksimili : (0762) 20228  
Website : www.kampar.kemenag.go.id

**SURAT REKOMENDASI  
NOMOR : B-739/KK.04.4/Kp.07.5/07/2019**

**TENTANG  
IZIN PENELITIAN / OBSERVASI**

Kepala kantor kementerian agama kabupaten kampar setelah mempelajari permohonan dari Dwi Arizka Pratiwi Tanggal 2 Juli 2019 tentang Pelaksanaan Kegiatan Riset / Pra Riset dan Pengumpulan Data untuk Bahan Skripsi dengan ini memberikan rekomendasi izin Penelitian / Observasi kepada :

Nama	: DWI ARIZKA PRATIWI
NIM	: 11314202715
Perguruan Tinggi	: UIN SUKA RIAU
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Alamat	: Pekanbaru
Judul Penelitian	: The Differences Of Writing Ability In Narrative Pragraph Between Male And Famale Students' At Ninth Grade Of MTs Al Muhajirin Suka Mulya
Lokasi	: MTs Al Muhajirin Suka Mulya

Dengan Ketentuan sebagai berikut :

1. Tindak melakukan penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pras riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian / Observasi ini dan terima kasih.



Rekomendasi ini disampaikan Kepada Yth;

1. Kantor Kementerian Agama di Bangkinang
2. Kepala MTs Al-Muhajirin Suka Mulia
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmpptsp@riau.go.id](mailto:dpmpptsp@riau.go.id)

## REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/23416  
 TENTANG

### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**, Nomor : **Un.04/F.II/PP.00.9/8275/2019** Tanggal **21 Mei 2019**, dengan ini memberikan rekomendasi kepada:

- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | <b>DWI ARIZKA PRATIWI</b>   |
| 2. NIM / KTP         | : | 11314202715   |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | <b>THE DIFFERENCES OF WRITING ABILITY IN NARRATIVE PRAGRAPH BETWEEN MALE AND FEMALE STUDENTS' AT NINTH GRADE OF MTS AL MUHAJIRIN SUKA MULYA</b> |
| 7. Lokasi Penelitian | : | MTS AL-MUHAJIRIN SUKAMULIA  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 19 Juni 2019



Ditandatangani Secara Elektronik Oleh:  
**KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU**

**EVAREFITA, SE, M.Si**  
 Pembina Utama Muda  
 NIP. 19720628 199703 2 004

#### Tembusan

#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar  
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Kepala Kantor Kementerian Agama Provinsi Riau
4. **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU** di Pekanbaru
5. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.

b. Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.





**PEMERINTAH KABUPATEN KAMPAR**  
**JALAN TUANKU TAMBUSAI TELP. (0762)MPAR**  
**KANTOR KESATUAN BANGSA DAN POLITIK**  
**JALAN TUANKU TAMBUSAI TELP. (0762)20146**  
**BANGKINANGKOTA**

Kode Pos : 28412

## REKOMENDASI

Nomor : 070/KKBP/2019/252

Tentang

### **PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala kantor kesatuan bangsa dan politik kabupaten kampar setelah membaca surat kepala dinas penanaman modal dan pelayanan terpadu satu pintu provinsi riau nomor : 503/DPMPPTSP/NON IZIN RISET/208844 tanggal 28 Maret 2019, dengan ini rekomendasikan/Izin Penelitian kepada :

1. Nama	:	<b>DWI ARIZKA PRATIWI</b>
2. NIM	:	11314202715
3. Universitas	:	UIN
4. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S1
6. Alamat	:	PEKANBARU
7. Judul Penelitian	:	<b>THE DIFFERENCES OF WRITING ABILITY IN NARRATIVE PRAGRAPH BETWEEN MALE AND FEMALE STUDENTS' AT NINTH GRADE OF MTS AL MUHAJIRIN SUKA MULYA</b>
8. Lokasi	:	MTS AL MUHAJIRIN SUKA MULYA



Dengan Ketentuan sebagai berikut :

1. Tindak melakukan penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membatu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang  
Pada tanggal 2 Juli 2019

a.n. **KEPALA KANTOR KESBANGPOL KAB. KAMPAR**  
Kasi. Kesatuan Bangsa

**ONNITA, SE**

Penata Tk. I

NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : DWI ARIZKA PRATIWI  
NOMOR -INDUK- MAHASISWA : 1131 4202 715  
Hari/Tanggal Ujian : KAMIS, 09 AGUSTUS 2018  
JUDUL PROPOSAL, UJIAN : THE DIFFERENCES OF WRITING ABILITY IN NARRATIVE TEXT BETWEEN MALE AND FEMALE STUDENTS AT NINE GRADE OF MTS AL-MUHAFIRIN SIMAMULTA.

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Amelia, M.Ed	PENGUJI I		
2.	Dodi Setiawan, M.Pd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.

NIP. 199609241995031002

MENGETAHUI

a.n. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU



Pekanbaru, 09 AGUSTUS 2018  
Peserta Ujian Proposal

NIM. 1131 4202 715

Hak Cipta Dilindungi Undang-Undang  
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.